

Balkan Society for Pedagogy and Education

Institute for Pedagogy and Andragogy  
Faculty of Philosophy University of Belgrade

Department for Pedagogy and Andragogy  
Faculty of Philosophy University of Belgrade

Adult Education Society

Serbian Association of Andragogists

14th International Conference  
**EVALUATION IN EDUCATION IN  
THE BALKAN COUNTRIES**

BOOK OF ABSTRACTS



Belgrade  
16-18 June 2011

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14<sup>th</sup> International Conference

EVALUATION IN EDUCATION  
IN THE BALKAN COUNTRIES

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Editor

Aleksandra Pejatović, PhD

Belgrade

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their strengths, that they will not need that subject to learn other subjects or that they would need it to get the job they want.

**Key words:** academic achievement, attitudes toward academic subjects, mathematics, science, TIMSS 2007.

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## THE (SELF) EVALUATION THROUGH NARRATIVE

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Writing and written conversations are essential to learning experience and teacher-writing in professional learning and identity development became the focus of this study.

This article argues for reconfiguring the study of identity formation through the concept of narrative. It is motivated by two recent but seemingly unrelated developments in social theory and society. One is the emergence of a wide-spread “identity politics” and a concomitant scholarly focus on the “social construction of identity.” The other is the reconfigured approach to the concept of narrative that researchers from many disciplines have been formulating in recent years.

This narrative introduces narrative writing and collaborative reflection to a group of students in a professional learning framework – *institutional* discourse - College for preschool teacher education. The key concept I propose to achieve this reconfiguration is that of *narrative professional identity*.

This study focuses on narratives in college lectures, which shows that such narratives are means of textually constructing, not only personal, but also professional identities. The analysis reveals that the students *position* themselves as experts – preschool teachers, exploiting the use of pronouns (child, professional role, learning, and teaching) and referring expressions in addition to self through process of *evaluation and reflection*. In doing so, they make little use of the technical terminology often found in representations of professional selves.

**Key words:** Narrative, professional learning, reflection, teacher stories.